

PROMINENT EDUCATORS GIVE THEIR VIEWS AS TO HOW THE NEGRO SHOULD BE TAUGHT

Several Plead for a Good Practical Schooling, and Argue Against the Division of School Taxes Paid by the Two Races in Virginia, and the Proportionate Appropriation to White and Colored Schools.

A WELL-KNOWN TEACHER FAVORS A DIVISION

Discussion of the Question of How to Make the Negro a Useful Citizen and an Intelligent Voter—He Is Now With Us, Says One Writer, and We Should Make the Best of Him. Better Teachers and Longer Terms Advocated.

It has been rumored in some quarters that the Constitutional Convention to be held here in June next will probably take up the question of public education in the State of Virginia.

Some have stated it as their belief that an effort may be made to have the school tax paid by white people appropriated to the white schools, and that paid by negroes to negro schools.

In view of these rumors, The Times sent letters to some well-known educators in the State, asking for their views along this line, and also whether they thought the character of the education now given to the negroes in this State should be made more practical than at present.

Several answers to these letters were received, and the replies are given below:

GOOD TEACHERS, LONGER TERMS

White People Should Help to Support Negro Schools.

Editor The Times:—Sir—My reply to your courteous questions are intended to apply to conditions now existing in Virginia. I favor public schools for negroes, and would have the schools sufficiently numerous to be accessible to all negroes, and a larger share of public money than can be derived from taxation of property owned by negroes.

I am opposed to collegiate education of negroes at public expense. School taxes paid by negroes are not sufficient to provide elementary instruction for their children, and must be largely supplemented. I see no sufficient reason why white citizens of Virginia should pay for the collegiate training of negro youths. Some of these undoubtedly profit by college training, and they can find abundant facilities for higher education in privately endowed institutions in Richmond, Hampton, Washington and elsewhere.

Technical training is excellent, but the white people will probably wish to do much more in this direction for their own children before undertaking anything for the negro. Moreover, there is now large opportunity for technical students in schools on private foundation.

COMPETENT TEACHERS NEEDED. Schools of elementary and secondary grade should be maintained for negroes at public expense, and it behooves white citizens of the State, who are taxed to support these schools, to see that competent teachers are employed. The teacher makes or mars the school. I have no objection to negro teachers, provided negroes of good moral character and sufficient education are available, but I am inclined to think that a larger proportion of white teachers would be better for the negro schools. To the great loss of the black race, the gulf between the races has widened rapidly in the last decade. For this separation the negro school teacher is in large part responsible. My information leads me to believe that negro teachers are frequently incompetent, both morally and educationally, and that many teach race alienation more successfully than anything else. White teachers, on the other hand, train their pupils and patrons to hate the people who are paying for the schools.

THE SCHOOL TERM. Closely linked with the foregoing problem is the question of length of school term. Our brief public school term works injury to the children of the independent white race, but for greater harm to the children of the dependent negro race. The white parent can frequently afford to support his child through ten or more years of public school instruction, but the negro cannot. If the negro child must go to school for a period of ten years in order to receive a few months of instruction, he runs tremendous risk of becoming an idler, a parasite, and eventually a criminal. A dependent race must obtain its schooling in short time and in early life. It should be an anomaly to see half-grown negro men and women going to elementary schools.

F. W. BOATWRIGHT,
President of Richmond College.

GIVE HIM A GOOD EDUCATION.

President Dreher, of Roanoke College, Bases His Argument Upon the Negroes' Value to the State.

Editor The Times:—Sir—It gives me pleasure to comply with your request for an expression of my opinion as to the advisability of dividing the school fund between the two races in Virginia in proportion to the amount paid in taxes by each.

The fundamental idea of the Fathers of the Republic, that our government can rest safely only on the virtue and intelligence of its citizens, has always been the most effective argument in favor of public free schools. These schools are generally called "common schools," because maintained at the public expense for the people in common, without regard to race, or nationality, or pecuniary condition. The fortunate possessors of them can educate their children in expensive private schools and colleges, but the majority of the American people are not able to support good schools for the education of their offspring. The common schools are, therefore, necessary if the middle and poorer classes are to be educated for intelligent citizenship. The poorer the people the greater the necessity for common schools. In Virginia the negroes are generally poorer than the white people, and hence are more in need of free schools. Those who propose to limit the support of schools for the negroes by appropriating for such schools only the small amount paid in taxes by them, seem to have sight of the fundamental principle on which public education is justified, viz.: the public good, the welfare of the State, the perpetuity of our free civil institutions, and the benefit of the commonwealth—not for the benefit of one class, or of one race, but for the benefit of all the children of the State alike.

THEIR NEED FOR HELP. There are counties in Virginia which pay less in school taxes every year than the amount expended on the schools of such counties, but it would be unjust on our theory of popular education, and also unwise to reduce the amount thus expended. Hence these common schools, expended to the school taxes paid by the people of those counties. In the mining

and manufacturing districts of our country, north and south, are large communities of people in many cases of recent immigrants, who pay a very small proportion of the money expended on the schools which are to train their children to become valuable citizens of our common country. The same thing may be said of many northern cities, but we do not hear any one propose to cut down the appropriations for school for some classes of foreigners, because many of these people pay almost nothing in taxes. That is the very best reason for providing good public schools for them because they are educated and they are intelligent.

THIS VALUE TO THE STATE. In this connection it is well to bear in mind that we are not to estimate the value of the negro to the State simply by the amount he pays in taxes, but rather by the large amount of money his labor adds every year to the common wealth of Virginia. Take that amount away, and the ability of a large portion of white people to pay taxes and maintain schools would be greatly diminished.

From this view point, it will be seen that the negro is justly entitled to far more consideration in legislation for schools than would appear from his contribution in taxes alone. As he becomes a better educated and more efficient workman in every department of industry, he will add still more to the general wealth of the State. He will more and more (though for many years in a small way) become a property-holder and taxpayer, and thus contribute a larger proportion to the support of the common schools.

Not for the economic benefit of the negro only, but for the white man's good, the State has a right to demand a higher standard of education, of wages and of living among our colored population. Ignorant laborers and crude work mean low wages for the white as well as for the black workman. If we do down the negro to a life of ignorance and degradation, we just as surely do lasting injury to the large body of white working people in our country. For weal or woe the fortunes of both races are bound up together. We must lift up the negroes, or they will by a natural, inevitable law of society drag us down. We must convince our people that no investment pays larger dividends to the State than that in larger schools, where the negroes, where the best educational facilities are freely provided for all classes alike, and you will find that the average price of a day's labor in that commonwealth is double the average price in the Southern States, and although it is the most densely populated State in the Union, its population increased more than twenty-five per cent. in the last decade while the income in Virginia was less than twelve per cent., as shown by the census of 1890.

SOME STRIKING FIGURES.

At the recent meeting of the Southern Educational Association in Richmond, President Charles W. Dabney, of the University of Tennessee, at Knoxville, presented some suggestive comparisons between Massachusetts and the United States, and between that State and Tennessee. Here is the result in briefest form: "Education is as 14 in Massachusetts to 8.8 in the United States to 6 in Tennessee. Production is as 12 in Massachusetts to 8.5 in the United States to 6.8 in Tennessee."

Every man, woman, and child in Massachusetts, with its population of 2,365,246, has a productive capacity of \$260 a year, against \$150 a year for the average inhabitant of the whole United States, and \$100 a year for the average inhabitant of Tennessee. "This means that the people of Massachusetts earned last year \$22,487,140 more than the same number of average people in the United States, and \$12,000,000 more than the same number of people in Tennessee. Twelve million dollars invested in superior education yields four hundred millions a year."

From these and other comparisons, Dr. Dabney draws the following conclusion, which is as applicable to Virginia as it is to his own State: "If the people of Tennessee would compete in production with the people of the other States of the world—and they must do so whether they will or not—they must educate all their children; not only their white children, but their black; and they must educate them in the best way possible. In the months in the year and a few years in their lives, but thoroughly through a long series of years."

I am sure that Dr. Dabney will be glad to send a copy of his valuable paper free to any one who will apply for it.

SHOULD BE MORE PRACTICAL.

Since almost every business and trade is open, at least in the South, to the competent of both races, there does not seem to me to be any good reason for making a radical difference between the education provided for the white and the colored children of Virginia. As the negroes are mostly laborers on farms, their education should be directed to instruct them in their work; and I believe that all our public schools for both races should give a more practical education than has yet become common anywhere in the United States. The negroes are the cause of crime throughout our country may well cause us to suspect that there is something lacking in our system of education. I believe that we ought to introduce more of the practical industrial in order to teach our young people how best to make a living, and that more attention should be devoted to moral and religious (not sectarian) instruction should be given to them. The intelligent and patriotic citizenship. The illiterate voter, whatever his race or nationality, is a menace to free public government. The illiterate negro will always be the victim of the demagogue, at present mainly of one party, but in the future of the unprincipled politicians of whatever parties may exist. Hence motives of the highest patriotism should prompt us to do this. The negroes are the intelligent members of the body politic. I do not believe in any policy of repressing or suppressing the votes of any citizens guaranteed by the Constitution, and hence, in my opinion, we ought to provide the best possible schools for all classes of our people; and then, if we restrict the suffrage, as it ought to be restricted everywhere, we may safely do it by laws that will bear with equal justice and fairness to all classes of our people alike. Thrift and economy in both races should be promoted by adding to an educational qualification the further requirement

that a voter must be the owner of a small amount of property.

But I have already gone to the full limit of space allowed me by The Times, and I beg leave simply to add that if any one cares for a fair statement of views on the education of the negro, I shall be glad to send, on request, a copy of my address at the recent meeting of the Educational Association in Richmond, which will be reprinted in an early day from the proceedings of that convention.

JULIUS D. DREHER,
Roanoke College.

WANTS THE TAXES DIVIDED.

Claim That Our First Duty Is to the Whites.

Editor The Times:—Sir—I have your letter, and while I, for some reasons, regret the necessity for speaking, it is clearly my duty to reply. The interest of the State is at stake in this question, and I feel that I should be glad to make my share in deciding the questions you ask.

First, as to the division and disposition of the school taxes: I very decidedly think that the money paid by the whites should and be divided must be used for white children. That such an opinion may carry any weight I feel myself obliged to give some reasons for it. They are evident from a glance at the situation.

In this I am not influenced by the question of negro education, except incidentally; nor indeed do you ask one to discuss it primarily.

The opinion is based upon the fact that the white schools need and must have three times as much money as is now spent upon them. This fact and the reasons for it are evident from a mere glance at the situation. Briefly, it is this: The negro population of the State is marked by a painful feature of it, the average Virginia school of twelve or thirteen is now doing what I and my schoolmates did at ten or twelve; the boy of sixteen, having in the meantime acquired the habits and knowledge which should have been done at thirteen; and the boy of seventeen or eighteen is leaving school uneducated. I state this as the result of careful professional observations, extending over many years, and facilitated by large opportunities. I have moreover submitted the proposition to a number of teachers, educated business men and others, who taught or were taught before the war. Except for one dissenting reply, it has met universal assent.

MORE TEACHERS NEEDED.

Setting aside some misconception as to what a child ought to know, and with it the ill-will which has been kindled by this unfortunate condition results from the utter insufficiency of the number of teachers employed. It is a fact known, as I suppose, and deplored as, I am told, by all intelligent persons, that the education in Virginia, that those of the whites of all classes who, for lack of intelligence and industry, are to be "hewers of wood and drawers of water," are as millstones about the necks of spirited and intelligent children, and for lack of teachers the latter classes have no opportunity to advance. It has actually resulted in the systematic postponement of some subjects for years beyond the horizon of the child's mind. Money alone can double or treble the number of teachers.

In connection with the same subject, I have ventured to submit another very serious proposition to intelligent men in various parts of the State: there has been but one dissenting voice. Possibly my enquiries have not been sufficiently extensive. According to these observations, however, the reasoning power among our children is about one per cent. at the least within the last thirty or thirty-five years. This is seen in jury trials and other tests all over the State. It is due to the fact that here, and in the rest of the country, children have been and are being taught things and are not taught how to learn them—true, to such an extent, that this may well be called the age of ignorance. The traditions and inheritance of the State of Virginia would have prevented this thing here, but for the lack of money to spend in education. Just how this cause has operated is not difficult to see.

SEPARATE SCHOOLS TAX.

The final conclusion is this (and here the matter of negro education touches us): We have sacrificed one, and are now sacrificing a second, generation of the State naturally dependent upon us to the supposed or real interests of those for whom we are but accidentally responsible. Forced to declare that the money now used for white schools is by no means adequate for the purpose, knowing that our responsibility to the colored children is immeasurably higher than we can owe for any others—now, at last, we must give them all that we have.

There remains no money for the negro schools except the money yielded by taxation. For the present, at least, they and the State must do the best that can be done with that.

HOW TO EDUCATE HIM.

You ask me how I think that or other like money should be used. To answer this question it is necessary to say that the failure of the efforts so far made to educate the negro to be a good citizen has been due, not to vices inherent in him, but to the two mistakes with which he has "gone to school." He has been told that he might learn how to make a better living, but because he has supposed that it would work for him an action, he has been told that he might be equal (often charged) that he might be equal to the white man, which desire his certain views might be worthy, but from a worse motive (foreign to his nature)—that the white man might be humiliated by the thought of this equality. One of these motives he owes to natural laziness; the other to vicious and, to our people, hostile loyal-league and foreign teaching. This inspiration has done the evil work.

TO ELIMINATE THE NEGRO.

It follows that the only hope of good is to offer him such an education as shall, from its nature, keep new objects constantly before his mind, and so, in time, revolutionize his purpose and consequent action. It will cost years of wise labor to counteract the harm already done; but there is no other hope.

Every unprejudiced observer sees that the only negroes who are good citizens are those who are willing to make better houses, clothes and food for themselves and their children. Leaving out of view the fact that the black vote is

virtually sold, the thrifty, well-to-do country negro who owns a good house and a piece of land, with some stock and farming implements, is a useful man in the community; so of those in the towns who work steadily for good wages, with like objects in view.

SHOULD BE PRACTICAL.

I conclude, therefore, that the State should spend no money at all in educating the negro, except to teach him that which he can plainly see the direct bearing upon methods of saving money for his children and making for himself a comfortable home. There was much sound philosophy in the old thought that the man who "billed a pot" was the only citizen. So, reply to your last question: that negro education (so far as State responsibility is concerned) should be entirely "practical."

A single word in reply to those who argue for the present division: Their exhortation is answered by the prior claim of justice to our own. As for benefit to the State from this education, more evil than good has resulted from the effort so far made; and, even if it be denied for a moment, the negroes will come with the better education of the whites; this cannot be secured except by use of all the money that is rightfully theirs.

I have written so much because there is before us a great opportunity to serve the State and her children, and the highest duty demands that every man of us, ignoring all other considerations, shall lend his aid, according to his ability.

JOHN B. McGUIRE,
Principal McGuire's School.

SHOULD HELP THE NEGRO.

He Should Have a Good Practical Education.

Editor The Times:—

Sir—Yours requesting my opinion on certain educational questions now engaging the public mind of Virginia, to hand.

First, I am of the opinion that Virginia and the South should be careful not to do less, but more, for negro education. I certainly think the negro should have the opportunities which good public schools for his race may afford him.

Second, I believe that the best form of higher education for negroes as such in Virginia is now giving him at the Hampton Normal and Agricultural Institute, of Hampton, Va. The work of this institution finds ample justification in the fruit that it has borne, of which Booker T. Washington and his school at Tuskegee are conspicuous examples. I trust that Virginia and the South contemplates nothing but a wise, magnanimous and truly Christian policy in her dealing with the colored race, or any other weak and inferior race.

R. G. WATERHOUSE,
President Emory and Henry College.

NO DISCRIMINATION NEEDED.

The Present Common School System Should Not Be Disturbed.

Editor The Times:—

Sir—In reply to your letter I have to say that I do not think it wise to disturb the present common-school system, except in the way of improving and developing it. The negro is with us for weal or woe, and I think it is clearly the duty of the white man to lend him a helping hand. I have no fears that the negro race, under any system of education, can surpass the white race, as citizens of Virginia introduced here by

TRAVELERS INSURANCE COMPANY, OF HARTFORD, CONN.

ANNUAL STATEMENT FOR THE FISCAL YEAR ENDING THE 31ST DAY OF DECEMBER, 1900, OF THE ACTUAL CONDITION OF THE TRAVELERS INSURANCE COMPANY, ORGANIZED UNDER THE LAWS OF THE STATE OF CONNECTICUT, MADE TO THE AUDITOR OF PUBLIC ACCOUNTS FOR THE COMMONWEALTH OF VIRGINIA, PURSUANT TO THE LAWS OF VIRGINIA.

Name of the company in full—THE TRAVELERS INSURANCE COMPANY. Location of home office of said company—HARTFORD, CONN. Character of the business transacted by the company—LIFE AND ACCIDENT. President—JAMES G. BATTERSON. Secretary—JOHN E. MORRIS. Organized and incorporated—JUNE 17, 1863. Commenced business—APRIL 1, 1864. Name of the General Agent in Virginia—HARRY D. EICHELBARGER; residence, Richmond, Va.

The amount of capital stock.....	Life.....	Accident.....
	No. Amount.	No. Amount.
The number of policies and the amount of insurance effected thereby in force at end of previous year.....	39,311 \$100,334,554	85,619 \$368,203,177
The number of policies issued during the year and the amount of insurance effected thereby.....	8,494 20,292,340	164,509 634,122,551
Total.....	47,805 \$120,626,894	250,128 \$1,002,325,728
The number of policies in force at end of year.....	4,639 11,097,043	151,271 612,433,911
The whole number of policies in force, and the amount of liabilities or risks thereon at end of year.....	43,166 \$109,019,851	98,857 \$389,871,817

RECEIPTS.	Life.	Accident.
The amount of premiums received during the year.....	\$3,298,737 80	\$3,455,002 56
The amount of interest received from all sources.....	1,128,081 20	210,946 68
The amount of all other receipts.....	45,697 64	50,134 93
Totals.....	\$4,472,515 64	\$3,716,174 17

DISBURSEMENTS.	Life.	Accident.
The amount of losses paid.....	\$ 985,306 38	\$1,377,756 64
The amount of matured endowments paid.....	6,874,794 22	
The amount paid annuities.....	17,615 86	
The amount paid for surrender values.....	154,261 70	1,430 44
The amount of dividends paid to stockholders.....		150,000 00
The amount paid for expenses—including salaries of officers and agents.....	915,618 47	1,598,735 58
Totals.....	\$2,445,284 28	\$3,127,509 66

ASSETS (LIFE AND ACCIDENT).	Life.	Accident.
Bonds, market value.....	\$11,953,012 51	
Stocks, market value.....	5,483,390 74	
Real estate, unencumbered and mortgaged.....	6,874,794 22	
Loans secured by first mortgage on real estate.....	5,559,338 38	
Cash in banks, trust companies and company's office.....	1,782,173 13	
Loans on company's policies, assigned as collateral.....	1,585,652 90	
Loans secured by mortgage on stocks and bonds.....	1,152,450 00	
Interest due and accrued.....	275,551 52	
Uncollected and deferred life premiums.....	642,626 63	
Totals.....	\$30,228,331 52	

LIABILITIES (LIFE AND ACCIDENT).	Life.	Accident.
The amount of losses unpaid—(Unadjusted, \$200,003.45; reissued, \$98,031.30).....	\$ 338,036 75	
Reserve for claims resisted for employers.....	6,874,794 22	
Life premiums paid in advance.....	18,744 93	
Rents, taxes, etc., due or accrued.....	110,000 00	
Special reserve, liability department.....	250,000 00	
Reserve for unpaid claims.....	1,628,089 74	
Totals.....	\$26,385,264 71	

BUSINESS IN VIRGINIA DURING 1900.	Risks.	Premiums.	Losses.	Amount at Risk.
Accident.....	\$7,880,100 00	\$28,320 30	\$11,902 38	\$11,742 38
Employers' liability.....	1,085,000 00	11,707 05	683 73	900,530 00
Health.....	322,110 00	44,541 61	22,920 00	1,497,076 00
Life.....		\$85,853 72	\$36,368 05	\$6,739,370 19
Aggregate.....	\$9,287,210 00	\$84,671 96	\$48,914 16	\$18,979,778 57

State of Connecticut, city of Hartford—ss.	Sworn to January 21, 1901, before	WILLIAM J. MORCOM, Notary Public.
(Seal)		

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